| Davyhulme Primary School<br>**Year 5**<br>**Long Term Planning 2022-2023** | | | | | |
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| **Year 5** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer2** |
| **Book** | Floodland | Floodland | Kensuke's Kingdom | Kensuke's Kingdom | Cosmic Disco | Cosmic Disco |
| **Value (2 year cycle)** | AMBITIOUS<br><br>Hope/ Commitment | AMBITIOUS<br><br>Determination | CARING<br><br>Kindness/ Happiness | CARING<br><br>Love | COLLABORATIVE<br><br>Unity/ Understanding/ Responsibility | COURAGEOUS<br><br>Perseverance/ Humility |
| **Mathematics (White Rose Maths)** | Number: Place Value<br>Number: Addition & Subtraction | Number: Multiplication & Division<br>Measurement: Fractions | Number: Multiplication & Division<br>Number: Fractions | Number: Decimals & Percentages<br>Measurement: Perimeter and Area<br>Statistics | Geometry: Properties of Shape<br>Geometry: Position & Direction<br>Number: Decimals | Number: Decimals<br>Number: Negative numbers<br>Measurement: Converting Units<br>Measurement: Volume |
| **English (Writing)** | Unusual Creature – Non-chronological Report<br><br>Character profiles<br>Settings<br>Diary | Letter of Advice<br>Persuasive Speech (writing and performing) | Diary<br>Discussion Text<br><br>Rehearsing and Performing Easter Show | Adventure Story<br>Holiday Brochure – persuasive writing | Newspaper Report (linked to Titanic)<br>Poetry – Figurative Language<br>Performance Poetry | Poetry in a range of forms linked to nature |
| **Science** | Forces<br>Working Scientifically | Properties and Changes of Materials<br>Working Scientifically | Properties and Changes of Materials<br>Working Scientifically | Earth & Space<br>Working Scientifically | All living things and their habitats<br>Working Scientifically | Animals including humans<br>Working Scientifically |
| **Geography** | **United Kingdom**<br>Cities and countries, place names and enquiry | **United Kingdom**<br>Cities and countries, place names and enquiry | **Regional comparison - South America and Lake District / Cumbria**<br><br>(Manaus in Amazon compared with | **Regional comparison - South America and Lake District / Cumbria**<br><br>(Manaus in Amazon compared with | **Regional comparison - South America and Lake District / Cumbria**<br><br>(Manaus in Amazon compared with Yorkshire including Grasmere) | **Regional comparison - South America and Lake District / Cumbria**<br><br>(Manaus in Amazon compared with Yorkshire including Grasmere) |

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| **History** | **Anglo Saxons and Vikings**<br>Who were the invaders after Roman times and why was there a struggle between them? | **Anglo Saxons and Vikings**<br>Who were the invaders after Roman times and why was there a struggle between them? | **Explorers (Linked to Katherine Rindell book)**<br>What did Darwin discover about South America? | **Explorers (Linked to Katherine Rindell book)**<br>What did Darwin discover about South America? |  |  |
| **Art:Skills and Techniques** | **Drawing and sketchbooks** | **Print, collage and colour** | **Working in Three dimensions** | **Paint, Surface, Texture** | **Working in Three Dimensions** | **Collaboration and Community** |
| **Art: Activity** | **Typography & Maps**<br><br>Exploring how we can create typography through drawing and design, and use our skills to create personal and highly visual maps. | **Making Monotypes**<br><br>Explore how artists use the monotype process to make imagery. Combine the monotype process with painting and collage to make visual poetry zines. | **Set Design**<br><br>Explore creating a model set for theatre or animation inspired by poetry, prose, film or music. | **Mixed Media**<br><br>**Land & City Scapes**<br><br>Explore how artists use a variety of media to capture spirit of the place. Focus upon exploratory work to discover mixed media combinations. | **Architecture:**<br><br>**Dream Big or Small?**<br><br>Explore the responsibilities architects have to design us a better world. Make your own architectural model. | **Fashion Design**<br><br>Explore contemporary fashion designers and create your own 2d or 3d fashion design working to a brief. |

During Autumn Term, Art will be taught by art specialist teacher, Mrs Katsihtis. This will link to History topic on Anglo-Saxons & Vikings: Anglo Saxon haystacks and stonework (Monet).

● Pupils will research Monet's work, shoes, Anglo Saxon haystacks and stonework. Learners will observe Monet's work and haystacks to explore form, shape and colour to create different compositions and seasons. Pupils will learn about codes and conventions and how these are used to represent different ideas.

● Pupils will adapt and refine their work and explore a range of materials and processes, refining their control of tools and techniques using pencil, pen, charcoal and oil pastels.

● Pupils will develop their ability to control and experiment with formal elements e.g. colour, tone, mark- making and shape: Explore the properties of pencils, charcoal ink and oil pastels.

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| | • Pupils will develop, evaluate and analyse their own and others work; Adapt and refine their work in the light of their own and other's evaluations. | | | | | |
| **Art: Artist** | Louise Fili, Grayson Perry, Paula Scher, Chris Kenny<br><br>Monet | Kevork Mourad<br><br>Monet | Rae Smith, Fausto Melotti, Tiny Inventions, Rose Hurley, Gabby Savage-Dickson | Vanessa Gardiner, Shoreditch Sketcher, Kittie Jones | Shoreditch Sketcher, Various Architects | Alice Fox, Rahul Mishra, Pyer Moss, Tatyana Antoun, Hormazd Narielwalla |
| **Art: Material** | Soft B pencils, handwriting pens, cartridge paper, black sugar paper, assorted papers/cards, old maps or newspapers, A1 cartridge paper, assorted small objects and plants, PVA glue, tape, scissors. | Soft B pencils, handwriting pens, cartridge paper, black sugar paper, assorted papers/cards, old maps or newspapers, A1 cartridge paper, assorted small objects and plants, PVA glue, tape, scissors. | Soft B pencils, A2 cartridge paper, charcoal, cardboard boxes, selection of small toys, construction materials. | Soft B pencils, handwriting pens, sharpies, coloured pencils, oil/chalk pastels, charcoal, water colour, acrylic paint, ink, assorted papers and envelopes, glue. | Soft B pencils, handwriting pens, sharpies, A2 cartridge or sugar paper. Construction Materials | Soft B pencils, graphite, handwriting pens, sharpies, coloured pencils, watercolour, acrylic paint, brushes, assorted coloured papers and fabrics, A4 cartridge paper, cardboard or wooden mannequins, clear tape (and ideally tape holders), scissors, glue sticks. |
| **Design Technology** | | Making African Instruments | | Slippers | | Building Bridges |

| **Music** | Charanga Unit Livin' On A Prayer | Charanga Unit Make You Feel My Love | Classroom Jazz 1 | Charanga Unit Fresh Prince of Bel Air | Charanga Unit Dancin' In The Street | Charanga Unit Reflect, Rewind & Replay |
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| **P.E** | **Gymnastics**: Bridges **Games**: Invasion Games Skills 4 | **Games**: Team Building and Problem Solving. **Gymnastics** – Synchronisation and Canon | **Dance:** The HAKA **Games**: Invasion games | **Games:** Tennis **Sports coach:** HRF | **Games:** Rounders | **Games:** Athletics |
| **MFL** | **French**: Can I develop my Oracy and Literacy skills? Intercultural Understanding: can I show an interest in and understanding of the target language culture(s)? (For example, French Art, Music, stories and finger rhymes). Knowledge about the language (K.A.L.) and language learning strategies (L.L.S.) | **French**: Can I develop my Oracy and Literacy skills? Intercultural Understanding: can I show an interest in and understanding of the target language culture(s)? (For example, French Art, Music, stories and finger rhymes). Knowledge about the language (K.A.L.) and language learning strategies (L.L.S.) | **French**: Can I develop my Oracy and Literacy skills? Intercultural Understanding: can I show an interest in and understanding of the target language culture(s)? (For example, French Art, Music, stories and finger rhymes). Knowledge about the language (K.A.L.) and language learning strategies (L.L.S.) | **French**: Can I develop my Oracy and Literacy skills? Intercultural Understanding: can I show an interest in and understanding of the target language culture(s)? (For example, French Art, Music, stories and finger rhymes). Knowledge about the language (K.A.L.) and language learning strategies (L.L.S.) | **French**: Can I develop my Oracy and Literacy skills? Intercultural Understanding: can I show an interest in and understanding of the target language culture(s)? (For example, French Art, Music, stories and finger rhymes). Knowledge about the language (K.A.L.) and language learning strategies (L.L.S.) | **French**: Can I develop my Oracy and Literacy skills? Intercultural Understanding: can I show an interest in and understanding of the target language culture(s)? (For example, French Art, Music, stories and finger rhymes). Knowledge about the language (K.A.L.) and language learning strategies (L.L.S.) |
| **RE** | What is the best way for a Hindu to show commitment to God? | Is it better to express your beliefs in art and architecture or in charity and generosity? | What is the best way for Muslims to show commitment to God? | How can Brahman be everywhere and in everything? | Is it possible for everyone to be happy? (Buddhism) | What is the best way for a Christian to show commitment to God? |
| **P.S.H.E./ S.R.E** | **Being Me In My World** Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating | **Celebrating Difference** Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures | **Dreams and Goals** Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation | **Healthy Me** Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour | **Relationships** Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules | **Changing Me** Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys responsibility Coping with change Preparing for transition |

| Computing | Use of Different Software (IT)<br><br>Create / Search Database In this unit the children will use Excel to create and search a database. | Programming Skill (CS)<br>Database In this unit the children will use Excel to create and search a database. If and If Else Statements Children will be introduced to If and if else statements in Scratch or similar programming language | Programming Project (CS)<br>Creating Music Using Code In this unit the children will use a number of sites to create music using code. | Media (IT)<br>Stop Motion Animation In this unit the children will learn about all aspects of stop frame animation. They will storyboard their own story before using a software package to create their own stop frame animation. Digital Literacy: Pupils to create a short animation about relationships online, who can you trust? | How Things Work (CS)<br>Difference WWW/Internet In this unit the children will learn the difference between the WWW and the internet. They will also understand what is meant by IP address. Digital Literacy: Pupils learn what an online footprint is and the reasons technology holds onto our information. | Design (IT)<br>3D Modelling Children will learn to design models using online CAD software. |
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